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ABSTRACT

Performance tasks used to determine if the Child Development Associate (CDA) has mastered the competencies and concepts specified as an expected learning outcome are provided in these samples. The first sample concerns specific competencies involving the learning environment, with tasks related to preassessment, behavioral objectives, learning experiences, resources, and proficiency assessment. The next unit is designed to provide the trainee with knowledge of the importance of setting up a classroom into functional areas and the vital tenets of the classroom's composition. The content of this unit covers an introduction, preassessment, behavioral objectives, learning experiences, resources, and proficiency assessment. An evaluation form is provided, which shows a sample profile of a competency rating. (DB)

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C.D.A. : Sample from the Child Development Associate set of competencies for the purpose of upgrading the quality of child care and early education.

INTRODUCTION:

It is the responsibility of the Child Development Associate Program to train and assist in developing proficiency in identified competencies.

At the end of each modular task, the assessor or trainer sets up a competency appraisal. CDA's performances provide a measure of how well the CDA has mastered the competencies and concepts specified as the expected learning outcome. To determine if the CDA can successfully transfer theories, concepts and skills, a series of performance tasks are administered.

Each exercise begins with the development of basic skills. Each lesson is designed to alter the CDA's performance in specific ways that can be measured, observed and evaluated by the assessor or trainer.

CONTENT: Samples for Child Development Associated on specific competencies involving the Learning Environment.

1. Pre-Assessment
2. Behavioral Objectives
3. Learning Experiences
4. Resources
5. Proficiency Assessment

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PRE-ASSESSMENT

The following pre-test will be administered to the CDA's prior to training sessions on the Learning Environment.

1. Decribe briefly the learning centers that should appear in any preschool classroom?

2. Tell how each learning center relates to the other?
3. What learning outcomes can or should occur in each center?
4. Design a preschool classroom by arranging the learning centers you think should be inthe classroom. Explain why you arranged the learning centers as you did.

BEHAVIORAL OBJECTIVES

The following are behavioral objectives that will be used in the modules. The number shown in the modular indicate the level of development.

Upon completion of the training program the CDA's will be able to:

1. Define for whom the learning centers are being planned. 1.0
   a. Define the functional areas for said groups. 1.1
   b. Define the components of the learning process that should be identified in the learning activities within each center. (i.e. action, interaction and reaction). 1.2
   c. Describe how each learning center stimulates the imaginnation for whom the centers are being planned. 1.3.

2. Design a realistic set of goals for CDA's to utilize within the classroom. 2.0
   a. Identifying goals CDA's have for children. 2.1
   b. Identifying goals CDA's have for volunteers (i.e. parents, students, and etc.) 2.2
   c. Identifying long range goals CDA's should have for themselves and their children. 2.3
3. Apply general and specific principles of child growth and development rationales for having learning centers in preschool classroom. 3.0
   a. Describe and/or define the basic needs of young children. 3.1
   b. Cite examples of how specific needs can be met in the various centers. 3.2

4. Describe the learning activities that will occur in the learning activities that will occur in the learning cent r. 4.0

   a. Describe the plan of organization for each center. 4.1

   b. Identify the particular learning activities that are to occur in various clusters. 4.2

   c. Identify each activity area within the cluster. 4.3

   d. Define the desired learning outcomes of the activities within the centers. 4.4

5. Define the nature of the relationshop of one learning center to another in the cluster 5.0

   a. Identify each center in relation to its location within the classroom. 5.1

   b. Define why each learning center should or should not be located near each other in the cluster. 5.2

6. Describe the general kinds of equipment to be used in the learning centers. 6.

   a. Identify the equipment that should be used in each learning center. 6.1

   b. Describe the equipment in terms of size, color, textures adapt to changes in daily routines and etc. 6.2

7. Display the comprehension of the importance of improvising materials and equipment for the classroom. 7.0

   a. Display improvised materials which have been designed with specific goals for children in mind. 7.1

   b. Display durable, workable, colorful improvised equipment. 7.2

   c. Display the ability to evaluate classrooms by the choice of improvised equipment one selects to make. 7.3

LEARNING EXPERIENCES

The learning experiences are designed to assist the CDA' in achieving the behavioral objectives. The learning experiences will relate directly to the respective behavioral objective. This will be so indicated in code.

CODE:

B. O. ---Behavioral Objective

#1,2, etc. ---Refer to specifically numbered behavioral objectives.

B. O. # 1 ---

A. A day session in which the assessor or trainer explains the educational concepts that goes into planning learning centers.

B. "Elementary Classroom Guidance"--Filmstrip and record.

B. O. #2 ---

A. Draw up in written form, the actual goals a CDA should have for herself/himself, the classroom and the children, derived from previous learnings. These should reflect both short and long range goals.

B. O. #3 ---

A. Read, Harold W. Bernard's, Human Development in Western Culture, Third Edition, Chapter eight (8), pages 245-272. This chapter provides easy reading and a excellent introduction to the basic needs of children from two to six years.

B. Mini lecture-discussion on "How teachers meet the needs of young children". Here, the feedback will be dual-from CDA's and trainer.

C. View, film, "Organizing Free Play". Discussion and critique will follow.

B. O. #4 ---

A. The trainer or assessor displays various learning centers,then CDA's divide into groups and list on the chalk board all learning activities that will occur.

B. Small group sessions-CDA's will break up into small groups and address such problems as: (1) There are six children who wish to paint, and there is only one dual-sided easel in the classroom. How would you solve this problem? (2) A teacher is reading a story to several children, while several other children are engaged in another activity. The noise from the second group is disturbing the first group. The room is quite small, how you, a

teacher, solve this problem?

C. Printed materials for distribution to CDA's are an important development in interpreting learning areas and new facilities in a school program. Small group discussion on materials. Note: see resource list.

D. View, film, "Open Classroom".

B. O. #5 ---

A. Field Trip-Note: see resource list.

B. O. #7 ---

A. Engage in workshop on improvising materials and equipment for the preschool classroom . Such sessions will include: (1) Workshops on "How to use Tri-mWall"; (2) "Improving manipulative materials and equipment ; and etc.

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Resources

Aaron, David. Child's Play : A Creative Approach to Playspaces for Today's Children. New York : Harper and Row, 1965.

Bernard, Harold W,. Human Development in Western Culture, Third Edition. Boston : Allyn and Bacon, Inc., 1970

Katz, Lillian G. " Teaching in Preschools ". Children, (April, 1970), pp.42 - 48.

Kohl, Herbert R. The Open Classroom : A Practical Guide To A New Way of Teaching. New York : Vintage Press.

Goodland, John I. Planning and Organizing for Teaching. Washington : National Education Association., 1963.

Sumpton, Merle R. and Landes, Jack L. Planning Functional School Buildings. New York : Hapter and Brothers, 1957.

Whittaucey, Ronald. Designing The Child Development Center. Project Head Start, Office of Economic Opportunity and Office of Education. Department of Health, Education and Welfare, Washington, D. C.

" Classroom Organization ". The Encyclopedia of Educational Research. New York : Crowell - Collier and Macmillan, Inc. 1960, pp.221 - 225.

The Council of Educational Facility Planners. Guide for Planning Educational Facilities. West Ville, Ohio : West Camp Press, 1971.

Films and Filmstrips

" Elementary Classroom - Guidance Principles of Guidance in the Classroom " Los Angeles City Schools Prods. (Filmstrip and record) Color.

' Open Classroom " distributed by : Sherwin P. Rubin Prods. 4532 Newton Street, Torrance, California 90505 (16 mm .) Color.

" Organizing Free Play " Office of Economic Opportunity . Project Head Start.

Conducted Field Trips

Bank Street College of Education. Early Education Program. Elizabeth C. Gilkeson, Bank Street College of Education. New York City, New York

Hampton Institute Nongraded Early Education Model. Martha E. Dawson, Department of Elementary Education. Hampton Institute, Hampton, Virginia.

Southeastern Education Laboratory
3450 International Boulevard, Suite 221
Atlanta, Georgia 30354

Local Child Development Centers

Proficiency - Assessment

Upon completion of training and learning experiences in objective--you will be able to:

Demonstrate your comprehension of skills for setting up an attractive classroom for living and learning by young children by:

1. Identifying and explaining the use of interest centers in the classroom;
2. Setting up a classroom;
3. Describing how these centers are to be used.

INTRODUCTION

The following unit has been designed as a probable training program for Child Development Associate trainees.

Its feature objective is to provide the trainee with the knowledge of the importance of setting up a classroom into functional areas and the vital tenets of the classroom's composition.

CONTENT

1. Introduction
2. Pre-Assessment
3. Behavioral Objectives
4. Learning Experiences
5. Resources
6. Proficiency-Assessment

PRE-ASSESSMENT

List the functional areas in a classroom, and tell what each include.

BEHAVIORAL OBJECTIVES

Language Arts (1)

To be able to set up this interest area (1.01).

Identify the various approaches to the language art center (1.02).

Be able to identify the sub-divisions of the language art center (1.03).

Identify different learning outcomes from each learning activity of the language art center (1.04).

Math (2)

To be able to set up this interest area (2.01).

Name some games that can be made inexpensively by CDA's (2.02).

Be able to explain the mathematical processes of adding and subtracting (2.03).

Identify different learning outcomes from each learning activity in the math center (2.04).

Science (3)

To be able to set up this interest area (3.01).

Name the materials used in the science area (3.02).

Be able to distinguish between living and non-living things (3.03).

Identify different learning outcomes from each learning activity in the science center (3.04).

Music (4)

To be able to set up this interest area (4.01).

Identify the various musical families (4.02).

Be able to perform simple musical tunes on the Flutophone and Autoharp (4.03).

Identify different learning outcomes from each learning activity in the music center (4.04).

Art (5)

To be able to set up this interest area (5.01).

Identify or name materials used in the art center (5.02).

Be able to distinguish textures in the art center (e.g., collages, mosaics, etc.) (5.03).

Identify different learning outcomes from each learning activity in the Art center (5.04).

Social Studies (6)

To be able to set up this interest area (6.01).

List and identify the geographical terms used in the Socaial Studies Center (6.02).

Name and identify the various community helpers (e.g., Policeman, Doctor, Fireman, Mailman, etc.) (6.03).

Identify the different social and intellectual learning outcomes from each activity in the Social Studies Center (6.04).

LEARNING EXPERIENCES

Language Arts--1.01-1.04:

The concepts of the Language Arts area and its uses are defined by consultants:

A. Topics

1. Language Experience Approach
2. Phonetic Approach
3. Ways of Teaching Spelling
4. Experience Charts
5. Ways of Using Unwanted Materials For Story Building
6. Black English: Pros and Cons

B. Workshops On Making Materials, Commerical Materials and Their Function

1. Lotto Word Game
2. Consonant Drill Cards and Blend Drill Cards
3. Language Masters Kits
4. Sullivan Reading Kits
5. Peabody Language Kits
6. Anagrams

C. Field Trips

1. Bank Street College of Education--New York City, New York
2. McGraw Hill Publishing Company--New York
3. Russell Nursery School--Tuskegee Institute, Alabama
4. Montessori School--Tuskegee Institute, Alabama
5. John Kennedy Middle School and Community Center--Atlanta, Georgia
6. Merrill-Palmer Institute--Detroit, Michigan
7. Nova Schools--Daytona Beach, Florida
8. Union Springs Elementary School--Union Springs, Alabama

Mathematics--2.01-2.04:

The concept of the math area will be defined by a consultant.

A. Lectures

1. The use of math in everyday living
2. The ways of teaching addition and the use of concrete objects
3. The ways of teaching subtraction with the use of concrete objects
4. Explanation and visual demonstrations of making inexpensive math aids

B. Workshops

How to make inexpensive math aids:

1. Geoboard
2. Cuisenaire Rods
3. Counting Rods
4. Measuring and Balancing Equipment

C. Field Trips

1. John A. Andrews Hospital Pharmacy--Tuskegee Institute, Alabama
2. Mellon Bank--Pittsburgh, Pennsylvania
3. Winn-Dixie Super Market--Tuskegee, Alabama

D. Setting Up This Interest Center For This Area

Science--3.01-3.04

The concept of the science area will be defined by consultants:

A. Lectures

1. Living and Non-living Things
2. Nutritious Foods
3. Space: The Last Frontier

B. Films And Tape Lessons

Tape Lessons: 1. Bugs and other Insects
2. Sciencing with Plants

Purchase From: H. Wilson Corporation
555 West Taft Drive
South Holland, Illinois 60473

Film: How To Read The Natural Landscape In Forest And Fields

Purchase From: National Education Association
Publications--Sales
Section 109
1201 Sixteenth Street, N.W.
Washington, D. C.

C. Workshops

1. Collecting Insects for mounting
2. Collecting Leaves for mounting
3. Planting and Growing a garden
4. Collecting Rocks and identifying them

D. Field Trips

1. Los Angeles Zoo--Los Angeles, California
2. NASA Space Center--Houston, Texas
3. School of Veterinary Medicine--Tuskegee Institute, Alabama
4. Meat Packing House--Montgomery, Alabama
5. Farmbest Dairy--Montgomery, Alabama
6. Electrical Plant--Montgomery, Alabama
7. Space Center--Huntsville, Alabama

Music--4.01-4.04:

The concept of the music area will be defined by consultants:

A. Lectures

1. Explanations and examples of the musical families e.g., Woodwinds, String, Percussion
2. Uses of the Autoharp and Flutophone
3. Uses of records and record player

Books: Making Music Your Own

Record: Hap Palmer's Series

D. Workshops

1. Making Inexpensive Instruments
   e.g., drums--oatmeal box
   banjo--box and rubber bands
   moracas--a can and some beans

C. Field Trips

1. Broadway Musical Shows--New York City, New York
2. Art's Music Center--Montgomery, Alabama
3. Tuskegee Institute High School Band Room--Tuskegee Institute, Alabama

D. Setting Up The Music Interest Center

Art--5.01-5.04:

The concept of the art area and its use are defined with:

A. Lectures

1. Various kinds of materials to use in the art area
2. Color Hues - tints, primary colors, tertiary, intensities, etc.,
3. Teacher-made art work
4. Figure-ground
5. Perspective

B. Workshops

1. Participation in making art items:
   a. plexiglas
   b. pottery
   c. collages
   d. mosaics
   e. potatoe and fruit prints
   f. linoleum prints

C. Field Trips

1. Carver Museum--Tuskegee Institute, Alabama
2. Museum of Fine Art, University of Pittsburgh--Pittsburgh, Pennsylvania

3. John F. Kennedy School--Atlanta, Georgia

4. The Guggenheim Museum of Art--New York City, New York

D. Films

Teaching Art (061-25836)

National Education Association
Publications--Sales
Section 109
1201 Sixteenth Street, N. W.
Washington, D. C. 20036

E. Setting Up The Interest Center For This Area

Social Studies--6.01-6.04:

The concept of the social studies center and its uses are defined by consultants:

A. Lectures

1. Community Helpers
2. Citizenship
3. Respecting Others
4. Dishonesty
5. Good Conduct
6. Keeping A Promise
7. School Bus Safety
8. Fire Safety
9. Responsibility To Home, Friends And Self

B. Holidays

1. Holidays Here And Afar:

a. Switzerland
b. Norway
c. Portugal
d. Holland
f. Belgium
g. Italy
h. Denmark
i. France
j. Sweden
k. Germany
l. Spain
m. Mexico

C. Field Trips

1. Post Office (Nearest Community)
2. Famous Land Marks (San Jacinta Battle Field--San Antonio, Texas)
3. Old Economy Village--Pittsburgh, Pennsylvania
4. Nearest Construction Site--Holiday Inn--Tuskegee, Alabama
5. MacDonald Farm--Pittsburgh, Pennsylvania
6. Heinz Manufacturing Company-- Pittsburgh, Pennsylvania
7. Atlanta Municipal Airport--Atlanta, Georgia

Reference Materials:

World Explorer Program
461 Park Avenue South
New York, New York

Recycling:

If the trainees cannot complete the various tasks under each area, they will then repeat the activities under each interest area.

RESOURCES

Filmstrips, Films And Tape Lessons:

1. Teaching Art (#18) 12 pp. 25¢ 061-25836

2. How To Read The Natural Landscape In Forest And Fields (#17) 471-14618

3. Motor Activity For Early Childhood (#10) 16 pp. 50¢ ND 245-25152

Purchased From:

National Education Association
Publications-Sales
Section 109
1201 Sixteenth Street, N. W.
Washington, D. C. 20036

4. Bugs and Other Insects

   Sciencing With Plants

   Exploring Sounds and Grouping

Purchased From:

H. Wilson Corporation
555 West Taft Drive
South Holland, Illinois 60473

Visits To Be Scheduled

Atlanta Municipal Airport	Atlanta, Georgia
Art's Music Center	Montgomery, Alabama
Bank Street College of Education	New York City, New York
Carver Museum	Tuskegee Institute, Alabama
Farm Best Dairy	Montgomery, Alabama
John Andrew Hospital Pharmacy	Tuskegee Institute, Alabama
John F. Kennedy School	Atlanta, Georgia
Hienz Manufacturing & Processing Co.	Pittsburgh, Pennsylvania
McConald Farm	Pittsburgh, Pennsylvania
Mellon Bank	Pittsburgh, Pennsylvania
Merrill-Palmer Institute	Detriot, Michigan

Montessori School	Tuskegee Institute, Alabama
Museum of Fine Arts	University of Pittsburgh, Pittsburgh, Pennyslvania
Musical Show--Broadway	New York City, New York
NASA Space Center	Houston, Texas
Nova Schools	Daytona Beach, Florida
Old Economy Village	Pittsburgh, Pennsylvania
Post Office	Pittsburgh, Pennsylvania
Nearest Construction Site	Holiday Inn, Tuskegee, Alabama
Russell Nursery School	Tuskegee Institute, Alabama
School of Veternary Medicine	Tuskegee Institute, Alabama
Space Center	Huntsville, Alabama
The Guzzenhum Museum	New York City, New York
Union Springs Elementary School	Union Springs, Alabama
Winn Dixie Super Market	Tuskegee Institute, Alabama
Zoo--Los Angles	Los Angeles, California
San Jancinto Battle Field	San Antanio, Texas

General Materials

Film and Filmstrip Projector

Flannel Board

Record Player

Tape Recorder

Piano

Autoharp

Flutophone

PROFICIENCY ASSESSMENT

Set up an actual classroom consisting of the following centers:

1. Social Studies
2. Math
3. Science
4. Art
5. Language Arts
6. Music

Name some aids and materials that would fit into each center:

1. Teacher-made
2. Commercial

Evaluation Form 1-A

Child Development Associate Competencies

Teacher_____ School_____

Date_____ Class(age group, etc.)_____

Number years experience(including present year)_____

Assessor_____

Ratings

Competencies:

I. N = 62

II. N= 175

III. N= 87

IV. N= 73

V. N= 35

VI. N=116

VII. N= 77

Profile